

DEVELOPMENT OF INTEGRATED TASK-BASED ENGLISH LANGUAGE LEARNING MODEL (PBTT) FOR VOCATIONAL TECHNICAL SCHOOL

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Abstract

The study was undertaken to: (1) provide a model of learning English which can be used to improve the adaptive English competence of vocational technical students and (2) to produce its required instruments.

The method used is research and development (R & D), to pursue a particular product and to test the effectiveness of the product. The stages of development consists of four phases: (1) pre-insvestigation, (2) design, (3) validation, test, revision, and (4) the final product. The research subjects were the first semester students and teachers of the class XI, from 4 vocatioanal technical schools and one of technical industry school.

The findings of the research-development are as follows. (1) The model is significantly contribute to the development of English vocational technical competency-focused on Spoken and Writing Skills, (2) The instrumentative model produced in the learning instruments (handbook/the manual model, lesson plan, model materials, evaluation tools) is contextual-effectively able to demonstrate comprehensive and optimal result, (3) The model meets the valid, practical, effective criteria, (4) The responses of students and teachers are very positive; they objectively state that this model is effective and works well as an alternative model of development of the above skills of English. Data judging the results of the learning process by quasi experiment show that Group Model is significantly faster growing than the Conventional One. Meanwhile, the qualitative data confirms that the students through this model can develop their own potential in an integrated and total progress. The model provides motivational opportunities for students to master not only knowledge but also the soft skills and maturity to be creative in accordance with the orientation of the competence of acting out; and meets the relevant conditions (real world) with a miniature world of work -going into.

Keywords: Development, Model, Task, English, Learning, Integrated, PBTT

1. Background

Not optimal achievements of learning English in vocational technical school because of the unavailability of teaching materials for the students of such a typical vocational education, the style of the teacher-centered teaching, and evaluation which only refers to the preparation of handling the national evaluation, making learning takes place with no optimum result. Vocational learning English is to prepare a proper engineering graduates to have the technical vocational English language skills as the basic activity in communicating to enter the workforce. In line with the demands of 60% practice and 40% the theory of knowledge, these demands can be achieved by the orientation of the optimization process of learning that takes place in the classroom (curriculum SMK 2006). As an attempt to find solutions, this developmental research entitled " Development of Integrated Task-Based English Language Learning Model (PBTT) for Vocational Technical School (PBTT)" is done in order to get one of the product variations of relevant teaching materials related to instructional

activities which are integrated, effective, easy, fun and innovative as targeted in the Competence Standard and Basic Competency with student-centered approach.

In PBTT model, teaching material is the main focus of, and integrated into the teaching aspect of the task that can be a medium of interaction and student learning resources serving as an alternative to the development of English language teaching in the broadest sense. Through integrated task English language teaching materials can be packaged with the potential development of students so that students get a facility that allows for a tactical, acting out, and integrated English language competence. Exploratory behavior, inherent in the potential development and the orietation of real world language in use can be achieved through the realm of the professional learning that emphasizes vocational aspects of relevance and usefulness of teaching materials.

2. Problem formulation

Based on the above description of problem, research problems were formulated as follow: (1)

What systemic steps of PBTT model for competency development on vocational students adaptive which can provide alternative solutions for its stakeholders both in terms of content, the range of material, format and assignment delivery process?, and (2) How is the effectiveness of the PBTT model in improving student learning outcomes of vocational technical school students?

3. Theoretical and Empirical Review

English language teaching for vocational technical school students is not different from Vocational English for Specific Purposes (VESP) which is typical English with specific vocational aims, covering: specific learning system, specific achievement orientation, and specific media. Therefore, to obtain relevant teaching materials, teaching process and the determination of the targeted outcomes, need to be understood that the English language for adaptive vocational competency has particular characteristics. These characteristics are closely linked to the basic understanding that the technical vocational English is the language that is directed to develop instrumental adaptive ability of students to the world of work orientation.

This naturally implies that English language learning in vocational technical school do not approach the English language as a linguistic discipline standard, but more towards the specific nature of applied linguistics. Here specifically implies that the English language for students in vocational technical school rather a tool only. English as a tool not a target but more a holistic approach that is to communicate with a "contemporary" communicative target (you know I know communication). This approach also contains an understanding that learners on vocational technical school to see more function than the knowledge of English. Therefore, based on the analysis of some vocational English language teaching experiences, it was found that the patterns of teaching materials should be urgently mastered are as described below:

3.1 Vocabulary development

Vocabulary looks very dominant in English language learning for the vocational technical school students. All aspects related to the field of study of students, especially those associated with the name of the tools, the types of work, and terms of certain conventional practices in the workshop / laboratory, for example, be reconciled with the vocabulary words and definitions. Example: bore means the inside diameter of the cylinder.

3.2 Development of short clauses

The books that are intended for English language learning in vocational technical school tend to rely largely on the development of vocational learners communication techniques based on short clauses. In other words, diversity of languages are spoken in more word for word, which led to the clause franca. Idiomatic expressions smells almost difficult to be found because of the nature of vocational technical language to the point and tend to "you know I know". Example: .. and check the radiator ...

3.3 Development of Procedural Discourse

Discourses used in teaching materials likely lead to a simple discourse with simple sentences, and tend to the story / script containing procedures or work on something with mechanical manual commands. Example: first, open the carburetor, then wash it ...

3.4 Text Reading Development with Simple Structure

Reading texts developed for vocational learning English tend to use simple level of language structures, instead tend to use the basic effective sentences (simple sentences). It appears that the tenses are not too complex; compound sentences tend to be still at the simple level. Compound complex sentences tend to be rarely used. Example: There are other types of structures used in building bridges, piers, and docks. Examples of these are the open caisson, the pneumatic caisson, the sheet piling, and the cofferdam.

3.5 Development of the Use of Passive Sentences

Learning English is a dimensionless techniques; many expressions are expressed in passive sentences in order to get a core understanding of uncertainty and multiple interpretations. Subjects who are treated far considered important than who about what. Understanding the logic is obvious that engineering requires a very minimal degree of deviation, so this also affects the communicative behavior in the environment. Example: Lubrication is needed, next.

4. The Application of Learning English through PBTT Model

4.1 Nature of PBTT model and Task

Based on the constructivisms kicks and inspiration, the core of PBTT model is in the essence of providing teaching/learning process in integrated style and brings the context of realm into the class of teaching/learning. It is holistic, linkable, adaptable, and flexible without being untargeted. It

provides the opportunities of mastering and performing in a relevant teaching materials based on its needs analysis.

To be able to apply PBTT model properly, effectively and achieving optimal targets, teachers need to understand the meaning and characteristics of the task in teaching which is in PBTT model. Some characteristics of the task is on understanding the following: (a) The task is an activity that intentionally done by learners to engage in concrete, (2) The goal is that they have set for themselves or that have been set by the teacher, (3) Task can be done individually or (more often) in the group, (4) The task can be performed in competition with others or with the collaboration, (5) Results of duty is something concrete (eg a report or presentation) or which are not touched directly (such an agreement or solution to the problem).

So the task is any activity that encourages students to become more involved in the process of language learning. Many teachers and practitioners to use a more restricted definition. They exclude activities where learners will focus on the formal aspects of language (such as grammar, pronunciation or vocabulary) and better interpret the term 'task' for activities related to the purpose of meaningful communication or communicative task (Nunan, 1993: 10). Thus the English syllabus of vocational schools should include features that the task is that: The tasks should involve the use of communicative language in which the learner's attention is focused on the meaning and function rather than linguistic structure. These tasks should be authentic and as close as possible leads to the real world in everyday life and in accordance with the experience of participants/learners. Task should involve learners in a variety of activities in which they are required to negotiate and make a meaningful choice: what, when and how to learn.

4.2 Operational Procedures of Task Based Learning

Task-based learning operational procedures include systemic activities in which one another has mutual link, as the foundation. Edwards and Willis (2005) described three stages of the activity of the task as below:

4.2.1 Pre-task: Introduction to topic and task

In the pre-task, teachers will consider what is expected of the learners in this phase of the task. In addition, teachers also equip students with the key vocabulary and grammar or structure, to encourage learners to use what they need to comfortably complete the task. Teachers/instructors can also provide a good model for the right task independently or attach pictures, audio, video or

demonstrate tasks as part of an enlightened understanding of learning exposure. During the assignment phase, the learners do the task, usually in small groups, although this depends on the type of activity. Unless the teacher plays a certain role in the task, the teacher's role is usually limited as observers, fasilitator, motivator and mentor.

4.2.2 Task-Cycle: Tasks, Planning and reporting

After completing the task, the students prepare a written or oral report to the class. Teachers / instructors to post questions or otherwise is quite simply monitor learners. Students who attended then examine the information content. Follow-up, in which teachers can provide written or verbal responses, as appropriate, and students observe and do the same thing.

4.2.3 Post-Task (Language Focus): Analysis and Practice

In this stage the teacher re-evaluates what is happening in the task, particularly with respect to the language. This may include forms of language used by learners who have problems, and other forms that may need to be discussed further in the language or the form--function is used incorrectly. Meanwhile, practical activities at this stage can be used to discuss the material mentioned by teachers in the analysis phase. This is an opportunity for teachers to emphasize the importance of language.

Meanwhile, the goal is to integrate the PBTT model ability to move from fluency to accuracy plus fluency. The range of tasks including reading texts, listening texts, problem solving, role playing, answering questionnaires, etc. PBTT model offers much flexibility and lead to more motivating activities for learners; it is integrated with a systematic approach to grammar and other linguistic skills that can be tailored to meet the needs of all learners. It is addressed as a system consisting of a number of supporting components, namely instructional and non instructional components. Interactions and functional relationships between components create the learning process and learning outcomes.

Moreover, PBTT model also refers to the task in the presence and learning environment which is a prominent component. It could be argued precisely that component of learner is significantly distinguish between learning English with other learning techniques. English language learners of vocational technical school figure English as a foreign language that has certain characteristics, especially: (1) personal characteristics, (2) cultural motivation, (3) field, (4) knowledge / skills, (5) interest, (6) learning objectives, (7) learning

strategies, and (8) the time to learn. The existence and condition of these learners will have implications for the role and relationship with other instructional components of learning English. Furthermore, the characteristics of the learner is also the material that should be considered as variables that influence the learning result of the English language learning process (Stern 1987).

4.3 Advantages and Limitations of PBTT Model

4.3.1 Advantages

Through PBTT model, vocational school students get a touch of innovation and creativity so that the talent and potential asleep in his brain could optimized functionally. Utilization of the left and right brain can be stimulated as the system of self-development and performance capabilities. Additionally, learners in PBTT model (Willis: 2005) may: (1) do drills and pattern practice, (2) learn spoken rather than written, (3) get involved in individual and group work, (4) experience a useful learning activity, and (5) engage in a communicative activity. In line with this, PBTT model has academic advantages including:

- 1) Student-centered approach. The students freed from raw linguistic rules. In three stages they manage to use all the resources they have mastered on the language. Within the task, learners have a primary focus entirely on the meaning of the message-oriented and the language target to be achieved. This makes them closer to real-life communicative situations, which is also a dimension of miniaturized object that brings the real world into the classroom (Krahne 1987).
- 2) Creation of a natural context that is relevant to the daily experience of the students.
- 3) Opportunities for students to have a much more varied exposure to the language.
- 4) The establishment of exploratory languages on the basis of the needs of students. It also determines what and how the discussion of the lessons will be implemented rather than the teacher or the textbook used.
- 5) The occurrence of a chance of implementing a strong communicative approach where students spend a lot of time to communicate each other to solve problems. It is fun and provides motivation for students to achieve the task accomplishment and report back to the class as performance results. Success in doing this can increase the long-term motivation.
- 6) Adaptation of a flexible, workable setting and seems suitable for learners of all ages and backgrounds.

- 7) a natural opportunity for the revision and recycling information and also provides the opportunity for teachers to assess student progress.
- 8) a clear goal in terms of what participants will benefit from an assignment. That is, each task has clear goals and states what the participants will be able to do at the end of the task.
- 9) Cooperative support. The execution of the task is essentially done in a cooperative activity involving many students to take the initiative and contribution.
- 10) The learning process is comprehensive because it is holistically integrated
- 11) Implementation of a relatively simple without compromising the integrity and completeness of the targeted learning.
- 12) The appropriateness is quite high and not very complex because of its complementary, relevancy, and adaptability.
- 13) The content of the element of "apprentice" because of the interaction of "learning by doing" between teacher-student and student-student.
- 14) It is linkable (easily linked) with a target of learning.

4.3.2 limitations

Limitations inherent in the PBTT model can be seen from the description below that: (1) is not feasible for novice learners because there are so many potential effectiveness of this type of learning content but is more effective in carrying out the pragmatic instructions issues. And the novice learner in this age of being beginners is considered very difficult to adjust; (2) the totality of teachers required for PBTT model requires consistently high level of creativity and sustainable initiative. If the teacher is limited to more traditional roles, or do not have the time and resources to teach, PBTT model may be impossible to implement; (3) requires resources beyond the textbooks and related materials which are usually found only outside the classroom; (4) affirms that the instruction is teacher-centered, but rather on individual/group and committed learners. If students are lacking, especially in quality, task instructions might be difficult to apply (Krahne 1987); (5) it's sometimes possible returning to the learner's mother tongue when things become difficult or if the group is saturated; (6) there is a risk for students to achieve fluency at the expense of accuracy, (7) There is a time pressure that sometimes occurs forcing students to use language that can be easily accessed than trying to make the language in real time according to standard rules of grammar. (Skehan 1996); (8) The evaluation can be difficult if not

specified on a target focus of the assignment to be achieved.

By knowing the advantages and limitations in the PBTT model, it can be a common thread that PBTT remains at a very advantageous position to be applied due to limitations merely a claim that a reasonable demand of completeness. In other words, there are limitations that could be advantages if PBTT model is implemented in a proportional, consistent, and integrated manner.

4.4 Characteristics of Teachers, Students, VESP Design, and Evaluation

4.4.1 Characteristics of Teachers of English Vocational Technical School

To obtain a good human resources would have to be encouraged with good facilities. English Teacher of vocational technical school is ideally a teacher who does have a background of vocational education. It is important to remember that the nature of the technical is not only the surface especially, but the philosophy was also special. English teachers who do not have a vocational background will only create a context for vocational technical students that English is terrible. In fact, for some technical vocational students who had interviewed felt burdened by the English. These issues arise because the teachers have not been able to discover, promote, manage, and evaluate English language learning programs, typical English for vocational technical school-oriented that is not only to face the national examination (UN).

4.4.2 Characteristics of Students Vocational Technical School

Vocational students conventionally in the last few years could be argued that the practical input is in low quality averagely; and lower than the input that goes into high school. Apart from that, their culture of "learning" also tend to be lower when compared with high school students. They prefer to "work/practice" (60%) than learning in the classroom (theory 40%). It's certainly different implications and typical. Therefore it makes sense that they also should be treated with typical and terminal activities.

4.4.3 Characteristics of Learning Design VESP

The design characteristics in the development of VESP is learner-centered. This is motivated by reasons that learning a foreign language (the language studied for use) requires the target on performance of competence-based learning. In this case, the design of learning developed should be able to provide opportunities and space for the active individual learners to learn, master and use

the language learned in a real, measurable and well versed practice on the vocational level in a productive social interaction.

4.4.4 Evaluation: Authentic Assessment

Authentic assessment can involve students in authentic tasks that are useful, important, and meaningful (Hart, 1994). The same thing also described by David W. Johnson and Roger T. Johnson (2002) that authentic assessment asks students to demonstrate skill or procedure in a real world context. In line with the implementation of the PBTT model, authentic assessment is directed as an assessment of learning which refers to the situation or context of the "real world" giving the possibility that one problem can have more than one kind of solution. In other words, through authentic assessment, tasks can be monitored and measured in the ability of students in the various settings of solving the problems encountered in real world situations or contexts. In a process of learning, authentic assessment measure, monitor and evaluate all aspects of the study (which covered the domains of cognitive, affective, psychomotor, and soft skills), as the end result of a learning process, as well as the form changes and development activities, and acquisition of learning during the process of learning.

5. Research Methods

The development of PBTT model, in a learning context refers to the active use of the competence of vocational English language skills is a major achievement of targets in this study. Therefore, the PBTT model is developed based on stages of development by Borg & Gall (2003) modified with the advanced design aspects of the assignment and the learning of language that is able to touch the integrated operational needs and integrated into the two main activities, namely the pre-development (Research): initial assessment, design and realization and development (Development) test.

Vocational technical schools (SMK) are used as the subjects of the pilot testing. They are: SMKN 2, SMKN 4, 7 SMK, SMK PGRI, and SMTIN Pontianak.

The study was conducted on the class XI of vocational school students, with consideration of space limitations of the authority to manage the pilot subject/grade as the consequence of classroom discipline that has been sheduled. Oral and written communication skills to be the main focus of development PBTT model. The study was not designed to be generalizable; given the sampling technique was purposive sampling to contextual conditionality on a particular setting.

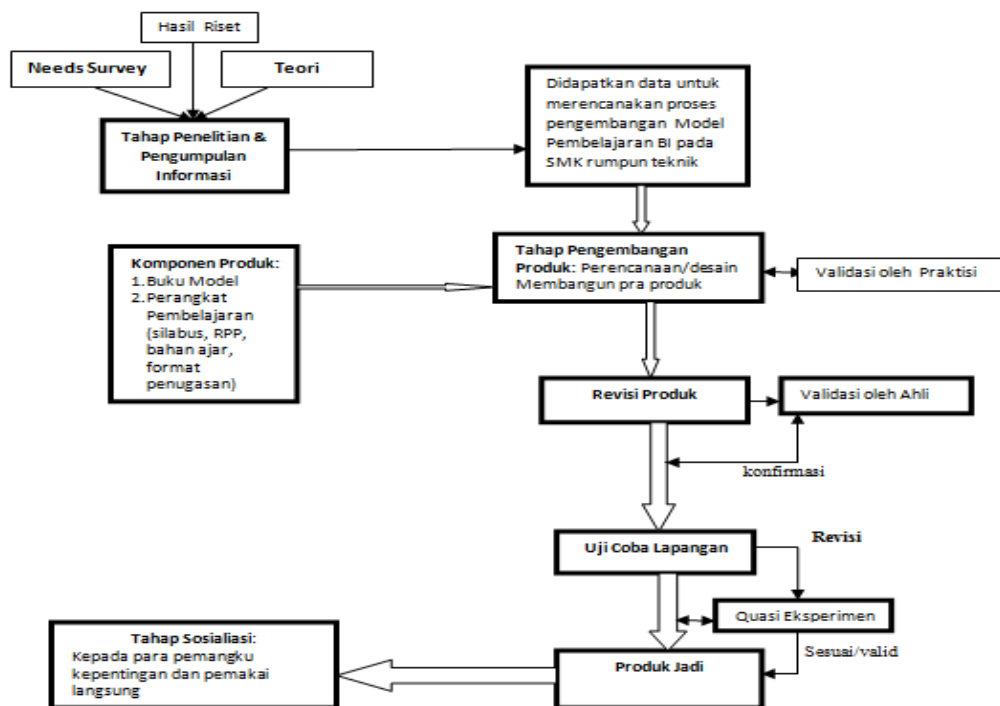


Figure 1. Stages of Research and Development Model PBTT (Borg & Gall: 2003, adapted Model:)

6. Development Findings

In the development of a model associated with the linguistic skills of today's empirical trend revealing that quantitative data is not the primary data that could provide conclusions on the effectiveness of the intervention of model of interpretation on language research independently. Qualitative data provide a more proportionate referral legitimacy because of the nature of language that is not exact science and requires a more socio-cultural in the measurement. Related to the nature of such language, the learning process requires the measurement of qualitative that is based on direct observation in the field when the PBTT model was applied.

Furthermore, qualitative data were analyzed by grouping the information according to its track and need; then confirmed through triangulation of two activities namely: (1) Triangulation to competent expert, and (2) Triangulation to confirm aspects of the data measured according to the quantitative results of testing on the effectiveness of the product.

Based on the logical consideration above, the conclusions (referring to the data collected: quantitatively significant on t-test analysis and qualitatively effective on the realm of field observation/interview) are stated as follow: (a) PBTT Model improves students' motivation as

PBTT model prioritizes tasks as a learning resource that can provide opportunities for the development of potential students (no matter how small the potential is). It opens the realm of communicative language teaching with a more tolerant atmosphere, acceptable, and fun; (b) Model PBTT increases teachers' professionalism because it is able to provide creative space for teachers to further develop professionalism through research activities, on an on going classroom action research and further develop the skills to select/define English language instructional media in relation to progress in the field of IT as a logical consequence of performance of students who move towards the modernization of the behavior of the infinite internet facilities, (c) PBTT Model improves the style of the Student-Centered in teaching activities rather than Teacher-Centered because PBTT model consciously and constructively put the students in the position as a center of teaching. Thus PBTT model is able to provide contextual space for students to become more pro-actively develop their own potential, career packed in accordance with the English complex communication competence. It also is responsible for developing the students' behavior of being learners with a heightened awareness that only he himself is able to project-competencies that must be achieved; (d) PBTT Model makes resource assignment functions as a fun learning through the construction of integrated

tasks. Here the students can elaborate activities to complete a learning process occurs. 98% of the observations in the field shows that the students involved in the experiments were pleased with the tasks that are packed in the implementation of the concept PBTT model; (e) PBTT Model increases the students' soft skills in practice because the model can give students the opportunity to learn English by managing the skills of language learned and emotion as the medium of communicative socialization that is integrated; has the nature of the discipline, rapid, democratic and solidarity; (f) PBTT Model develops cultural competence of English mastery because it is contextual and consistent with the professional environment, similar to the original setting that is able to provide challenging moments on reflective curiosity for students to initially forced to speak, after a long time get used to the culture. Habits of the dominant practices of professional experience in the environment led to the understanding that the assignment requires students solving information gap faced around to be able to contribute creatively and openly on the occasion of the presentation/reporting without fear of punishment in case of errors in communication; and (g) PBTT Model facilitates low-capable students to the maximum because PBTT model is able to provide space for students of low capability with stimulus. Individual rights and equal opportunity stimulate the learners to contribute because the PBTT model is not presented and to treat the students as average score of replacing the true identity but each person is deemed to exist and has the potential to be independent and take advantages with humanist touches.

7. Closing

It is recommended to be sure that the implementation of PBTT model as a means of developing and improving the teaching/learning of English language as VESP is significantly meaningful. With the result of qualitative and quantitative data collected in this research both are showing the strength of PBTT model that can be used to improve the students' adaptive competence of English vocational technical school. By providing opportunities for the students to get involved in the process of teaching-learning activities, giving space for them to perform, inviting them to solve problems, developing their potentials, treating them as a unique individual not in score, supporting them to co-operate each other to work, and creating mutual human interaction (teacher-student; student-student), PBTT model brings an enlightening moment to facilitate teaching/learning English improved significantly. It is

able to bring happiness, freedom of expression, fun learning situation, and motivating moment to everybody getting involved in.

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